Index to the Reading Research Quarterly

Volume III

BY AUTHOR

ATKINSON, R. C. A reply to Professor Spache's article *A reaction to computer-assisted instruction in initial reading.* SPRING, 418-20.

COLEMAN, E. B., & MILLER, G. R. A measure of information gained during prose learning. SPRING, 369-86.

CLYMER, T., SUMMERS, E. G., & KELLY, GAIL. Authors' guide to the *Reading Research Quarterly.* FALL, 111-42.

DAVIS, F. B. Research in comprehension in reading. SUMMER, 499-545.

DOWNING, J., CARTWRIGHT, DAPHNE, JONES, BARBARA, & LATHAM, W. Methodological problems in the British i.t.a. research. FALL, 85-100.

ELLSON, D. G., HARRIS, P., & BARBER, L. A field test of programed and directed tutoring SPRING, 307-67.

GLASS, G. V., & ROBBINS, M. P. A critique of experiments on the role of neurological organization in reading performance. FALL, 5-51.

HARRIS, L. A., & LAFFEY, J. L. ERIC/CRIER. SPRING, 424-29.

ROBERTSON, JEAN E. Pupil understanding of connectives in reading. SPRING, 387-417.

ROBINSON, H. A., & SMITH, NILA B. President's report: a report of the long-range planning committee. SPRING, 418-23.

ROBINSON, HELEN M., WEINTRAUB, S., & SMITH, HELEN F. Summary of investigations relating to reading, July 1, 1966 to June 30, 1967. WINTER, 151-301.

SMITH, HELEN K. The responses of good and poor readers when asked to read for different purposes. FALL, 53-83.

SPACHE, G. A reaction to *Computer-assisted instruction in initial reading: the Stanford Project.* FALL, 101-09.

SUMMERS, E. G. In this issue. FALL, 3.

SUMMERS, E. G. In this issue. SPRING, 306.

SUMMERS, E. G., & FARR, R. In this issue. SUMMER, 434.

WOLF, WILLAVENE, KING, MARTHA L., & HUCK, CHARLOTTE S. Teaching critical reading elementary school children. SUMMER, 435-98.

BY TITLE

Authors' guide to the *Reading Research Quarterly.* T. CLYMER, E. G. SUMMERS, & GAIL KELLY. FALL, 111-42.

Critique of experiments on the role of neurological organization in reading performance, A. G. V. GLASS & M. P. ROBBINS. FALL, 5-51.

ERIC/CRIER. L. A. HARRIS & J. L. LAFFEY. SPRING, 424-29.

Field test of programed and directed tutoring, A. D. G. ELLSON, P. HARRIS, & L. BARBER. SPRING, 307-67.

In this issue. E. G. SUMMERS. FALL, 3.

In this issue. E. G. SUMMERS. SPRING, 306.

In this issue. E. G. SUMMERS & R. FARR. SUMMER, 434.

Measure of information gained during prose learning, A. E. B. COLEMAN & G. R. MILLER. SPRING, 369-86.

Methodological problems in the British i.t.a. research. J. DOWNING, DAPHNE CARTWRIGHT, BARBARA JONES, & W. LATHAM. FALL, 85-100.

President's report: a report of the long-range planning committee. H. A. ROBINSON & NILA B. SMITH. SPRING, 418-23.

Pupil understanding of connectives in reading. JEAN E. ROBERTSON. SPRING, 387-417.

Reaction to *Computer-assisted instruction in initial reading: the Stanford project,* A. G. SPACHE. FALL, 101-09.

Reply to Professor Spache's article *A reaction to computer-assisted instruction in initial reading,* A. R. C. ATKINSON. SPRING, 418-20.

Research in comprehension in reading. F. B. DAVIS. SUMMER, 499-545.

Responses of good and poor readers when asked to read for different purposes, The. HELEN K. SMITH. FALL, 53-83.

Summary of investigations relating to reading, July 1, 1966 to June 30, 1967. HELEN M. ROBINSON, S. WEINTRAUB, & HELEN K. SMITH. WINTER, 151-301.

Teaching critical reading to elementary school children. WILLAVENE WOLF, MARTHA L. KING, & CHARLOTTE S. HUCK. SUMMER, 435-98.